**CCSU Lesson Plan Template**

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| **Student Teacher: Sarah Schoenborn** | **Grade Level: 2** |
| **Lesson Date: 9/19/15** | **Name of Lesson: How long will that take?** |

**Common Core State Standard(s)**

[CCSS.MATH.CONTENT.2.MD.C.7](http://www.corestandards.org/Math/Content/2/MD/C/7/)

Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

**Student Learning Objective(s)**

Students will be able to recognize half past, quarter after, quarter of, on a digital and analog clock. Students will be able to use their knowledge of time and suggest activities that they can accomplish in one hour, one day, sixty seconds and thirty minutes.

lesson’s objective.

This lesson will teach students how to read analog and digital clocks, and be able to recognize key terms associated with time based off of the time shown on the clock. An example is a student being able to say half past when looking at a clock that says 11:30. Also the students will be able to use their knowledge of time to estimate how long certain everyday activities will last.

**Rationale for Objective: How does this lesson support previous and subsequent learning?**

This lesson will allow students to have a better understanding of how much time activities they do in their every day lives take. Students will also be able to better communicate their understanding of time by using key terms to establish what time it is as well as future increments of time.

**Assessment**

Students will be assessed on their understanding of the terms by participating in a padlet activity. The teacher will be able to determine the students understanding of the concepts based on the answers they post to padlet.

**Classroom Learning Environment Focus**

Students will be expected to sit in pairs on the carpet to watch the mini-lesson the teacher will provide on reading analog and digital clocks. The students will then brainstorm common terms that are used to express time and write them on the board. The students will then be asked to find a quiet place in the classroom where they can sit with their partner and complete the activities online with their ipads/laptops (this may have to be a computer room).

**Instructional Model/Strategy**

The lesson will begin with a short period of direct instruction as the student’s watch the screencast the teacher has created on how to tell time. Then the class will transition to a whole group brainstorm/conversation about vocabulary that describes time. Then the students will work in groups to complete the Padlet activity. These three methods of instruction will give students the direct information that they need as well as the support of the teacher and their partners to reinforce the concepts and vocabulary they have learned about time.

**Materials/Resources needed for this lesson**

* Smartboard
* Ipads/laptop

**Daily Formative Assessment**

I will walk around from group to group and discuss the students understanding of the content and vocabulary. I will then look over the Padlet submissions of each group to make sure they are all on the right track.

**Differentiating Instruction**

Students will be working with partners to help guide them through the exercises. Also the teacher will be walking around and providing scaffolded instruction as they walk around to each group.

**Initiation**

The student’s prior knowledge will be activated by the screen cast that will be presented by the teacher at the beginning of class. This screen cast will describe the differences between and analog and a digital clock. It will also show students how to read both clocks and will mention how to round up by 5 minutes when estimating time.

**Lesson Development**

The student’s will watch the screen cast that will be presented by the teacher at the beginning of class. The student’s will then join a whole class discussion/brainstorming session about certain phrases used to discuss time. The students will then write these phrases and terms on the board, which will be left as a visual reminder throughout the rest of the lesson. The students will then find a spot in the classroom where they can work with a partner to complete the Padlet activity. The teacher will walk around and provide scaffolded instruction from group to group. The students will be learning how to read and analyze analog and digital clocks. They students will also be learning how to use common terms to express about how long certain activities will take (Padlet activity). The teacher will be able to assess student’s knowledge by looking over their answers to the Padlet activity. This lesson is important because it will help students how to accurately read clocks and communicate the time as well as estimate how long certain everyday activities will take.

**Closure**

The teacher will ask the students questions when the are working in their pairs to complete the Padlet activity. These questions will include:

“Do you understand the difference between a digital and an analog clock?”

“Can you tell me what each hand on an analog clock represents?”

“Do you understand the terms and phrases that are written on the board that are used to estimate time?”

“Do you understand why reading and estimating time is important?”

“Did this activity better help you understand about how long certain activities take?”